

Craft School: Jasleen's Challenge

The Museum of Now with Frankie Critchfield



Contents

1. Welcome
2. Make First
3. Craft School: Jasleen's Challenge
4. Musuem of Now with Frankie Critchfield
 - 4.1 Frankie Critchfield Biography
 - 4.2 Look Again
 - 4.3 Build a Materials Library
 - 4.4 Translating the process across key stages
 - 4.5 Collage Tips

1

Welcome

Welcome to Crafts Council Learning!

Crafts Council is the national charity for craft. We inspire making, empower learning and nurture craft businesses. We believe craft skills and knowledge enrich and uplift us as individuals, and, in so doing will change our world for the better.

We work to ensure craft is a key part of everyone's education and work closely with our network of schools, teachers and maker educators to secure the future of craft in the classroom.

Our education work is underpinned by Make First, our craft education pedagogy.



2

Make First

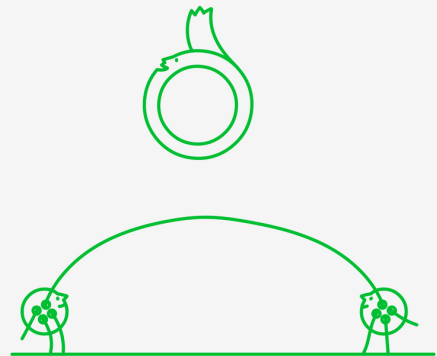
Make First is the Crafts Council's approach to making.

It's an open ended, non linear, playful way of teaching and learning about craft and craft objects.

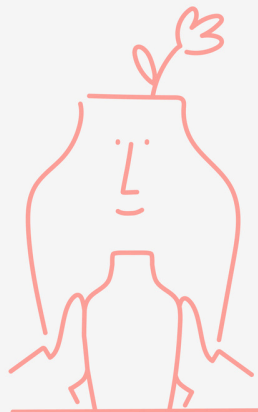
At the heart of Make First is joy: the joy of making, of starting with your hands, of finding out what a material will do before you know the answer. Knowledge emerges through direct engagement — through resistance, accident and iteration — not through abstraction alone. As AI absorbs more work, what stays distinctly human is our creativity, our material understanding, our thinking through the hands.



Dive straight into making!
Pick your materials and have a go



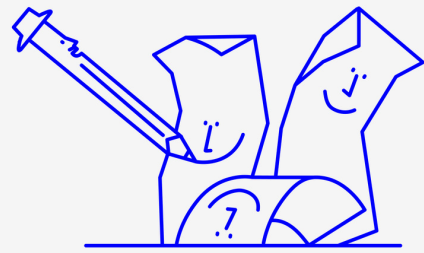
Make First is playful and
open-ended; enjoy the making and
don't focus on the final outcome



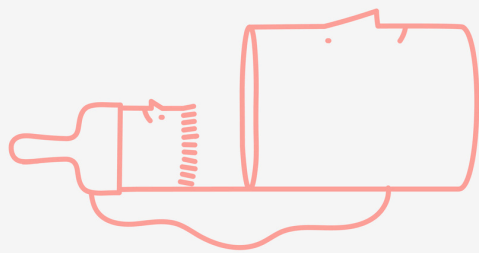
Explore your interests and
develop your voice as a maker



Learn together as a community



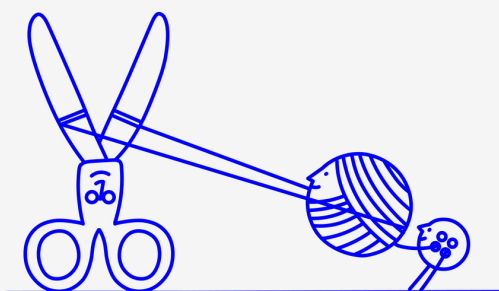
Make First is about the joyfulness and pleasure that comes from making



Fail and try again to become a braver maker



Build skills and knowledge from your interactions with materials and the physical world



Tweak and tinker with materials to develop your ideas



Start again, work on several things at once or repeat the same thing with different materials

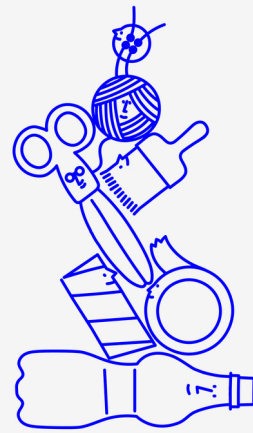
Make First can be flexibly applied to different learning outcomes.

It's not a rigid framework and can be adapted to suit the needs of learners and learning outcomes.

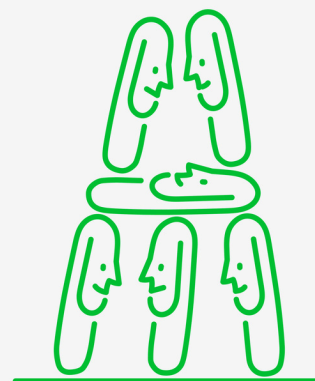
Its foundation in exploration, creativity and collaboration allows for Make First to be used in a variety of different contexts and support cross curricular making aims.



Make First is supported through a classroom environment that encourages collaboration and supports learners to make their own choices



Make First can support a range of learning outcomes across the curriculum



Make First can be scaffolded by discovery resources, challenges or technical drawings



3

Craft School: Jasleen's Challenge

Craft School is a free nationwide challenge designed to get EYFS, primary and secondary school learners engaged in hands-on making.

The programme is free and supports education providers and learners from Early Years Foundation Stage to Key Stage 4 (ages 3-16). Each year, we invite learners to create their own 3D work in response to a creative brief.

Craft School also invests in teachers and educators. It offers a package of resources including practical CPD sessions and online teacher support sessions to help build their craft skills, confidence and networks.

For this year's Craft School challenge, Turner Prize-winning artist Jasleen Kaur invites learners to use craft and making to explore the theme of Community. Educators and learners will be working together to reflect on the communities they are part of, whether personal, local, global, or digital, and express their ideas through craft.

This is because we recognise that exploring identity, culture and the world around us is pivotal for young people. Craft provides a unique space for exploration, meaningful making and collaborative learning. Making together can help us imagine new possibilities, providing the perfect opportunity to think differently about what we see around us.



4

Museum of Now with Frankie Critchfield

4.1 Frankie Critchfield

Frankie Critchfield is a designer, artist and educator with a Product Design MA and is a qualified Design & Technology teacher. Her practice explores collage, everyday objects, found materials and documenting everyday life. She is interested in sustainable making, reuse and creative confidence.

She works with Young V&A, Design Museum, London Museum and primary and secondary schools across London.

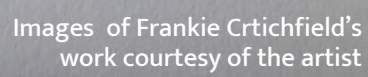
4.2 Look Again

Look Again: The Museum of Now grows from my own creative practice. Throughout this year I have been documenting each month through the ordinary objects, materials, images and moments that surround me towards my collection – Look again.

In this resource I will share my process and explore how it can become a way of teaching.

Make first

Rather than beginning with a prescribed outcome, start with materials, objects and curiosity. Give pupils the confidence to notice, choose and experiment with things that genuinely interest them. They can also choose their items.



COLLECT → NOTICE → PLAY → DOCUMENT

The outcome will be different for every pupil, because the starting point belongs to them.

Why document the everyday?

Humans have always used images and objects to document how we live. From Ancient Egyptian imagery to the Bayeux Tapestry, the things people made have left clues about their lives, beliefs, communities and everyday experiences.

Today, the ordinary things we interact with, photograph, collect and discard are also evidence of how we live.

A fruit sticker, football card, receipt, sweet wrapper, screenshot or piece of packaging might seem insignificant, but when we look again, these things can begin to tell a story.

4.3 Build a materials library and resources

Start collecting materials that pupils can explore freely. Curate what you find to give it value, rather than simply accumulate: place things in plastic wallets, trays, folders and boxes make materials easy to browse flick through and choose from.

You don't need specialist art materials.

apple tree

1. **SAVE YOUR SEEDS - MUNCH AN APPLE, KEEP THE PIPS!**

2. **TUCK THEM IN - PLACE SEEDS ON DAMP TISSUE, FOLD IT UP LIKE A BLANKET, POP IN A ZIP BAG, AND LET THEM CHILL IN THE FRIDGE. (THEY LIKE IT COLD - IT'S CALLED STRATIFICATION!)**

3. **WATCH FOR MAGIC - IN 1-2 WEEKS, LITTLE SPROUTS APPEAR.**

4. **POT THEM UP - PLANT SPROUT-TAIL DOWN, KEEP COSY, MOIST, AND SAY HELLO EACH MORNING.**

5. **GROW YOUR TREE - ONCE YOUR SEEDLING**

IS 15-20 CM, MOVE IT OUTSIDE...



HELLO BABY APPLE TREE!



September marks the start of apple harvest season, when bites are full of ripe fruit, ready to pick. Across the world, there are over 7,000 varieties of apples, each with its own flavour and colour. It's the perfect time to enjoy them fresh, bake them into pies, or press them into juice. You can even follow the simple steps to grow your own apple seedling and see how an apple tree begins its life.

september

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

		1	2	3	4	5
6	7	8	9	10	11	12

Try collecting:

Fruit stickers • teacher stickers • sweet wrappers • foil • colourful packaging • fabric swatches • napkins • tickets • flyers • photographs • photocopies • thread • embroidery floss • stickers • black pens

Your photocopier, printer and camera are brilliant making tools. Photograph or photocopy interesting objects and materials so they can be cut, enlarged, repeated, drawn over and used again.

Collage as a way of looking

Collage allows pupils to explore themselves and their surroundings without everyone working towards the same image.

Instead of asking every child to make a traditional self-portrait, we might ask:

- What was important to me this week?
- What did I notice?
- What does my community look like?
- What objects tell a story about us?

A pupil might still include their face, drawing of themselves or photograph, but it can sit alongside the objects, colours, words, textures and fragments that tell us something more about their world. The aim isn't to make a perfect collage. Collage is the method. Noticing, choosing and making and material connections are the skills.

4.4 Translating the process across Key Stages

KS1 — NOTICE: This matters to me.

KS2 — CONNECT: This tells a story about us.

KS3 — QUESTION: What does this tell us about the world we live in?

	KS1 – Museum of My Life	KS2 – Museum of Us	KS3/4– Archive of Now
Big idea	My world/community	Our world/community	What does our world say about us?
Focus	Notice and collect the things that feel important now. A conker, sticker, toy, wrapper or photograph can become a starting point.	Explore objects connected to shared routines, places and communities: clubs, sport, food, games, journeys and school life.	Use everyday objects as evidence of identity, culture, consumption, memory and belonging.
Key question	What was important to me this week? What made me look again?	What does this remind me of? Why is it important to us?	What are we documenting about ourselves through the things we use?
COLLECT	Packaging, fruit stickers, leaves, conkers, flyers, sticks, photographs and photocopies.	Materials and imagery gathered from school, home, clubs and shared experiences.	Packaging, receipts, labels, screenshots, clothing, tickets, plastics, photographs and chosen everyday objects.
NOTICE	What do I like? What feels interesting? Is it the colour, shape, texture or simply the fact that I found it? Where did it come from Who uses it Did you play with it?	What does this remind me of? Who, where or what does it connect to?	What might this reveal about identity, culture, consumption, memory or belonging?
ARRANGE PLAY	Play. Cut, stick, draw, write, layer, photograph and make things 3D. Trace or draw around the object	Experiment with scale, layering, composition and texture. Cut for bold shapes, tear for softer edges and draw or write over imagery.	Reframe and juxtapose imagery. Create clusters, pathways, repetition and breathing space. Mix media and consider slower processes such as stitching.
CONNECT	Add simple words, names, phrases and memories.	Begin connecting objects and imagery to stories, people, places and experiences.	Consider how seemingly ordinary things can communicate a bigger story or idea.
DOCUMENT	Why is this important to me? This can simply be spoken rather than written.	This tells a story about...	What might someone in 100 years understand about us from this?
Key skill	NOTICE + CHOOSE	CONNECT + TELL STORIES	Storytelling

4.5 Collage tips

Layout

- Cut pieces and play with arrangement
- Centre piece- one main image in the middle build outwards
- Anchor corners – strong image or colour in each corner
- Path or journey - pieces arranged left to right/ top to bottom
- Cluster/breathing space – one area dense another open

Collage

- Tearing edges creates soft natural shapes
- Cutting creates clear bold shapes
- Layering creates depth
- Blank spaces creates rest and balance
- Sometimes the addition of hand drawing or writing can bring a piece to life. It can be fun to mix
- both mediums
- Keep shapes simple if you are collaging characters
- add a few defining features to help communicate



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

Registered Charity Number 280956
The Crafts Council is supported using
public funding by Arts Council England.
www.artscouncil.org.uk